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ABSTRACT

Local Maryland school systems are provided with a structure for developing and designing comprehensive K-12 social studies programs. The first of four sections discusses philosophy, defining social studies and placing it within the context of society, the learner, and the school curriculum. Social studies goals and their respective subgoals are outlined in the second section. Seven goals focus on understanding political and economic principles and processes, America's heterogeneous society, the diversity of world culture, global interdependence, the roles of culture and technology, skills development, and the development of democratic attitudes. The third section illustrates how sample objectives may be treated at various grade levels. The final section is a guide for assessing existing curricula and developing new curricula. The material is organized around philosophy, goals, scope and sequence, and classroom instructional units. Each component is described in terms of its purpose, specific elements, and possible assessment and development. Examples from the existing Maryland curriculum guide and local curricula are given. The appendices contain sample graduation competency requirements, abridged National Council for the Social Studies curriculum guidelines, and lists of members of the Maryland social studies task force and review panel. (LP)

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SOCIAL STUDIES

A MARYLAND CURRICULAR FRAMEWORK

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SOCIAL STUDIES GOALS AND SUBGOALS

These seven goals and their respective subgoals represent a broad guideline for K-12 social studies programs in the school systems of Maryland. The goals and subgoals amplify different aspects of a program for developing citizenship.

Goals One through Five provide the knowledge base for understanding history and the social sciences. Goal Six provides the process skills to analyze and apply that knowledge base. Goal Seven develops the needed attitudes to use the knowledge and skills within a context of justice and democratic decision making.

According to the Code of Maryland Regulations, COMAR 13A.04.08, local K-12 social studies programs in Maryland must encompass all of the goals and respective subgoals at the elementary level and again at the secondary level.

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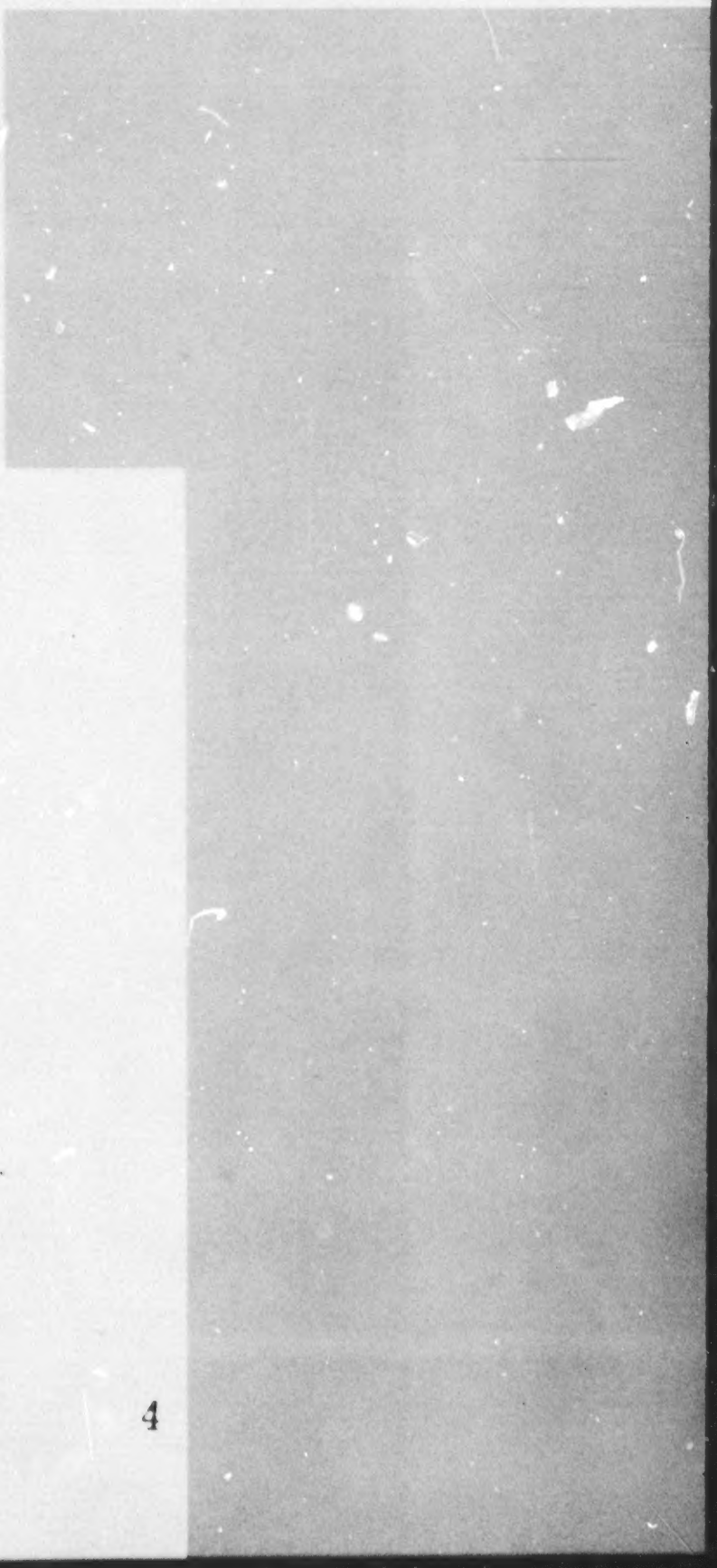
GOAL 1

To help students understand the historical development and present functioning of the political principles, institutions, and processes needed to be effective citizens in American society.

GOAL ONE focuses on the development of principles, institutions, and processes of political systems in Maryland and the nation. This goal includes elements from the disciplines of history and political science. Through the study of Goal One, the learner should develop the historical perspective and political knowledge required of citizenship. The goal should facilitate responsible decision making and participation in the political systems of our nation.



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FOREWORD

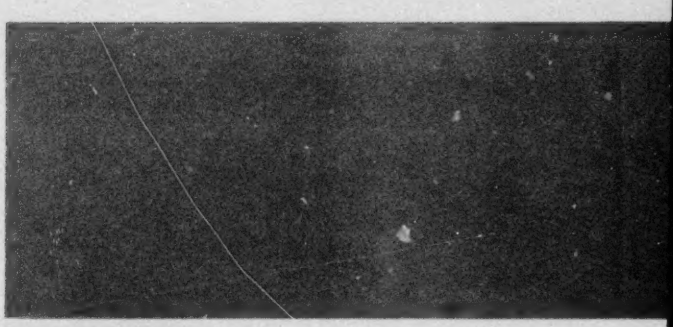
Development of responsible citizenship has long been a major mission of our schools. The increasing complexity of our society makes this mission more important than ever. We need responsible citizens who can make sound judgments about their community, their state, their nation, and the world at large. Social studies is that fundamental part of the school curriculum which prepares our children for this role. An exemplary social studies program ensures that students have the knowledge, skills, and attitudes necessary for rational decision making. In Maryland such a social studies curriculum should provide a flexible structure which incorporates

- The major goals of social studies identified by the Maryland Social Studies Task Force;
- The minimum social studies competencies required for graduation in Maryland;
- The contributions of all societal groups, including women, minorities, labor, and others.

It is my pleasure to introduce you to *Social Studies: A Maryland Curricular Framework*. Local school systems will discover in it a structure for designing and developing comprehensive social studies programs.

A framework on a subject of the importance of social studies must reflect the community's concerns if it is to gain the support that leads to prompt statewide implementation. The State Board of Education exercised strong leadership in the development of this curriculum framework. The Department of Education, the Social Studies Task Force, and the teachers and others across the state have worked hard to bring it to fruition. To all of them the people of Maryland owe a sincere thank you.

David W. Hornbeck
State Superintendent of Schools



PREFACE

During most of the twentieth century, social studies has consisted primarily of history and civics instruction. During the past two decades, however, diverse social pressures have pushed social studies in several different directions:

— Toward more social science;
— Toward more multicultural studies;
— Toward more personally oriented curricula.

Interest groups have urged the inclusion of such issues as law, sex equity, basic skills, careers, energy, consumer awareness, and labor. Each issue is a valid social concern. The inclusion of these issues into social studies, however, has often resulted in "patchwork quilt" curricula with no coherent unity or purpose. No common set of goals tied together these important social studies concerns.

In Maryland, the State Superintendent of Schools responded to the State Board of Education's concern about the lack of a common definition of social studies by establishing a Maryland Social Studies Task Force. He assigned three major duties to the task force: first, to define the purpose of social studies; second, to set appropriate goals for social studies instruction; and third, to develop alternative local implementation models.

Thirteen local social studies supervisors served on the task force and directed the development of the project during its three-year life span. In response to their assignment, the task force first defined a purpose of social studies in a philosophy which described the academic disciplines and the social, learner, and curricular needs addressed by social studies.

Second, the task force developed seven broad social studies goals and respective subgoals. Scholars, citizen groups, and school personnel then validated these goals and subgoals. To provide direction at different grade levels, illustrative objectives were added to each goal and subgoal. Local teachers then evaluated these illustrative objectives for grade level appropriateness and clarity.

Finally, the task force directed the development of several local curricular models. These models demonstrated alternative ways the goals and subgoals might be incorporated into local K-12 social studies programs.

This document summarizes the work of the task force and includes a section designed to assist local school systems in their curriculum development efforts.

INTRODUCTION

A Statement of Purpose

Social Studies: A Maryland Curricular Framework is designed to assist Maryland social studies administrators and teachers in planning, developing, and implementing K-12 social studies programs. It provides a broad outline from which local systems may construct comprehensive social studies programs. The materials presented will assist local school systems in

Planning a local curriculum development project,
Developing a local philosophy,
Defining a local set of goals and subgoals,
Developing a local scope and sequence,
Evaluating the extent that the goals and subgoals are contained in current curricular offerings, and
Identifying needed curricular offerings.

Assistance may also be found with *selecting* curricular material, *identifying* teaching and learning strategies, and *evaluating* comprehensive social studies educational programs.

This document is organized in four major parts:

The Philosophy—This defines social studies and places it within the context of the academic disciplines, society, the learner, and the school curriculum.

Goals and Subgoals—These derive from the philosophy and bring direction and clarity to the program.

Illustrative Objectives—These sample objectives show how goals and subgoals may be treated at particular grade levels.

Curriculum Development Process—This section describes how to develop and use goals, subgoals, and objectives in the preparation of social studies scopes, sequences, and instructional units.

PHILOSOPHY

What Is Social Studies?

Social studies is that part of the school curriculum which uses the facts, concepts, generalizations, and skills of history and the social sciences to promote responsible citizenship. Through the study of history, past events and decisions are examined critically and assessed according to their importance for the present and future. Anthropology, economics, geography, political science, psychology, and sociology—the social sciences—serve as vehicles for studying human behavior in various settings. Combined in a social studies curriculum, the study of history and the social sciences encourages critical thinking, problem solving, and a commitment to human dignity.

Social Studies and Society

Our nation's belief in democracy rests on the principle that responsible citizens must participate in the governance of society. In this era of complex and rapid change, the demand for an active citizenry is greater than ever. Rational participation is dependent upon individuals who are able to make decisions based upon an understanding of our historical heritage and a knowledge of and compassion for the wide varieties of human behavior. In meeting these needs, the social studies curriculum should educate students able to rapidly assimilate complex knowledge, understand and empathize with others, be committed to democratic political processes, and act responsibly.

Social Studies and the Learner

The learner is a unique and complex individual bringing personal ideas, attitudes, and skills into the classroom. As early as kindergarten, a child may have a unique awareness of abstract concepts such as love, equality, fairness, and authority.

Learners also share many common experiences and similarities with other individuals. They mature in similar growth patterns and share many common cultural experiences.

When a social studies program is planned, differences and similarities in learner characteristics and experiences should be considered. Minimally, a program should address the learner's need for

- A strong, positive self-concept,
- An education compatible with personal developmental characteristics,
- A strong set of personal values,
- Educational experiences structured and directed for present and future learning,
- Educational experiences which have personal meaning, and
- An active educational environment.

The Social Studies Curriculum

A social studies program should address the uniqueness and similarities of learners; however, it need not be that "patchwork quilt" curriculum reflecting a fragmented offering of all learner characteristics and societal concerns. It should be organized around a set of goals for a comprehensive curriculum. This curriculum should promote citizenship through activities designed to meet both learner and societal needs.

The curriculum should outline learning experiences which reflect the needs of society. These should focus on developing skills such as gathering and validating information, making choices, and carrying out decisions in a responsible manner. To foster empathy with other points of view, learning activities should include cross cultural and comparative experiences. To encourage a common commitment to democracy, classroom activities should contain presentations of our common historical heritage and contemporary affairs, as well as provide practice in group decision making.

The needs of the learner should also be reflected in the curriculum. This may mean including successful learning experiences to develop a positive self-concept, fitting instruction to the developmental level of the child, and providing valuing experiences to build a strong set of personal values. To make education meaningful, learning experiences should be based on the student's background and contain electives to enhance individual growth in specialized areas of interest.

A social studies curriculum which meets these learner and societal needs, by necessity, must utilize an active learning environment in the classroom and community. Such an environment should promote the democratic attitudes, civic knowledge, decision-making skills, and responsibility required of active citizens.

Subgoals

1.1 Understand the basic principles of American government expressed or implied in the Declaration of Independence, the Constitution, court decisions, and laws.

1.2 Understand the major ideas and historical events from which the American political system has evolved.

1.3 Understand the rights and responsibilities of individuals in the United States.

1.4 Understand the organization, functions, and decision-making processes of the three branches of government at local, Maryland, and national levels.

1.5 Understand electoral processes in Maryland and the United States.

1.6 Understand how government is influenced and changed by the support and dissent of individuals and interest groups.

1.7 Understand the importance of participation in community service and civic improvement.

GOAL 2

To help students understand the historical development and current status of the economic principles, institutions, and processes needed to be effective citizens, consumers, and workers in American society.

GOAL TWO focuses on the development of economic principles, institutions, and processes. This goal includes elements from the disciplines of economics, history, political science, and geography. Through the study of Goal Two, the learner should develop an understanding of the impact of scarcity on production and consumption. The goal should facilitate rational decision making in the market place.

Subgoals

2.1 Understand how unlimited wants and the scarcity of resources affect consumers, producers, and government.

2.2 Understand economic specialization, exchange, and interdependence in the United States and throughout the world community.

2.3 Understand the historical development and current operation of the market economy in the United States.

2.4 Understand the historical development and operation of government monetary, taxation, and regulatory policies.

2.5 Understand the factors that have contributed to economic growth in the United States.

2.6 Understand the historical development and contemporary roles of labor, farm, and business organizations.

2.7 Understand the past and present economic characteristics of Maryland and its communities.

GOAL 3

To help students know, understand, and respect themselves and the diversity of individuals in American society.

GOAL THREE focuses on the diversity of individuals and groups in a pluralistic society. This goal includes elements from the disciplines of sociology, history, and psychology. Through the study of Goal Three, the learner should develop a positive self-concept and empathy towards others. The goal should facilitate improved interaction between individuals and groups in our democratic society.

Subgoals

3.1 Build a positive self-concept and acceptance of others.

3.2 Understand how people function as individuals and as members of groups.

3.3 Understand the history and contributions of ethnic, racial, religious, and other diverse groups.

3.4 Appreciate that people in a pluralistic society communicate and express themselves in different ways.

3.5 Understand the impact of social institutions and the media on individuals and groups in society.

GOAL 4

To help students understand and appreciate the history and diversity of world cultures, the reality of human interdependence, and the need for world cooperation.

GOAL FOUR focuses on the ideas, institutions, and processes operating in a world setting. This goal includes elements from the disciplines of anthropology, economics, geography, world history, sociology, and political science. Through the study of Goal Four, the learner should develop an understanding of the diverse peoples of the world as they interact with each other. The goal should facilitate responsible decision making in our interdependent world.

Subgoals

4.1 Understand the characteristics and development of cultures throughout the world.

4.2 Understand that societies reflect contributions from many cultures.

4.3 Understand major social, economic, and political ideas and events which have shaped the modern world and continue to change it.

4.4 Understand the different ideas, institutions, and processes that precipitate conflict or foster peace.

4.5 Understand and appreciate various dimensions of world interdependence.

4.6 Understand historic and current events from the perspective of diverse cultural and national groups.

GOAL 5

To help students understand the role of culture, technology, and the environment in the location and distribution of human activities.

GOAL FIVE focuses on geographic principles, concepts, and processes. This goal includes elements from the disciplines of geography, anthropology, economics, and history. Through the study of Goal Five, the learner should develop an understanding of how culture, technology, and environment interact with human activity. The goal should facilitate responsible decision making in the use of the environment.

Subgoals

5.1 Locate and interpret major cultural and physical features.

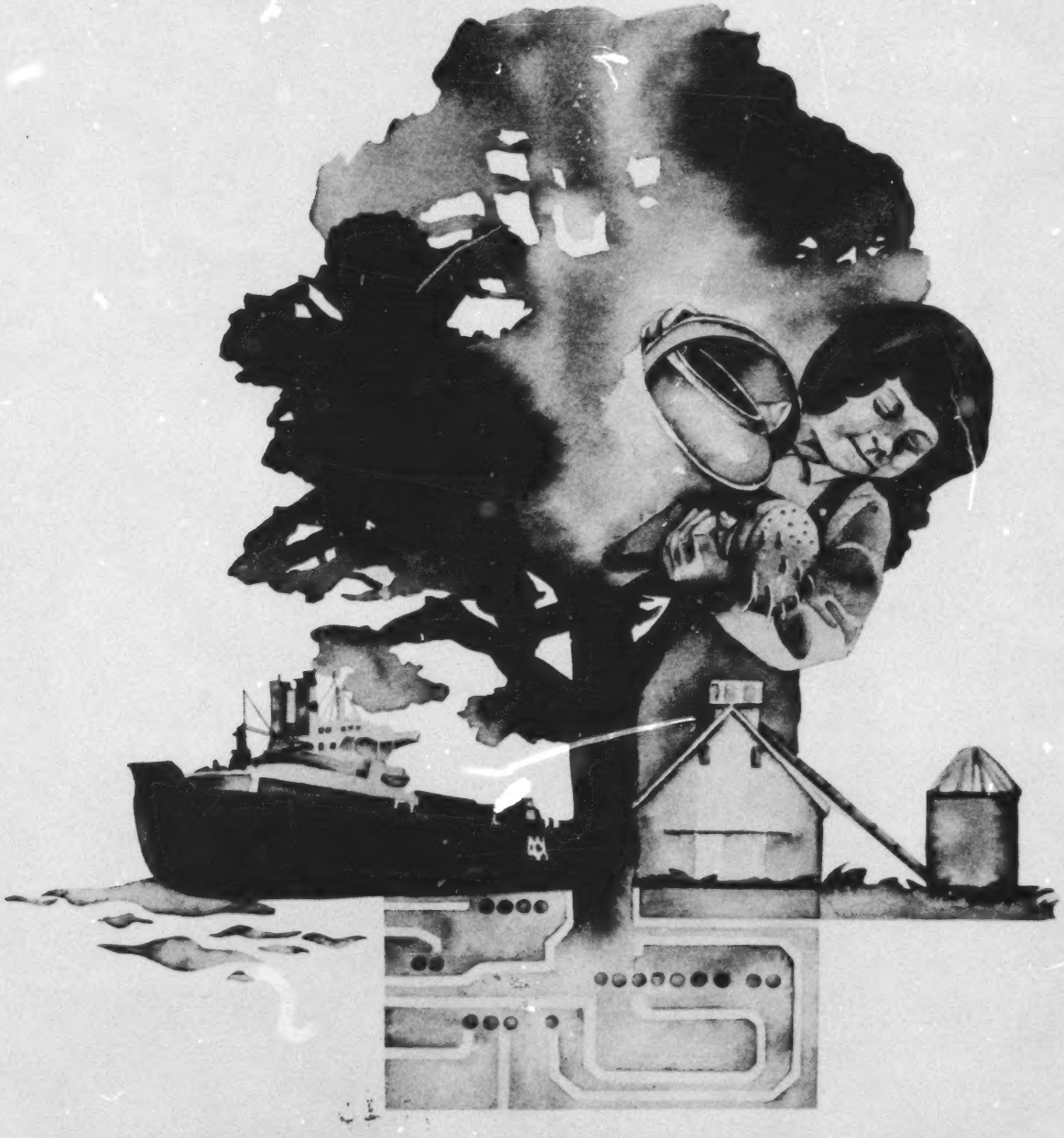
5.2 Understand the interaction of culture and technology in the use and alteration of the physical environment.

5.3 Understand the characteristics of major economic activities and the factors influencing their location.

5.4 Understand patterns of population growth and settlement in different cultures and environments.

5.5 Understand the role and impact of transportation and communication in linking people and environments.

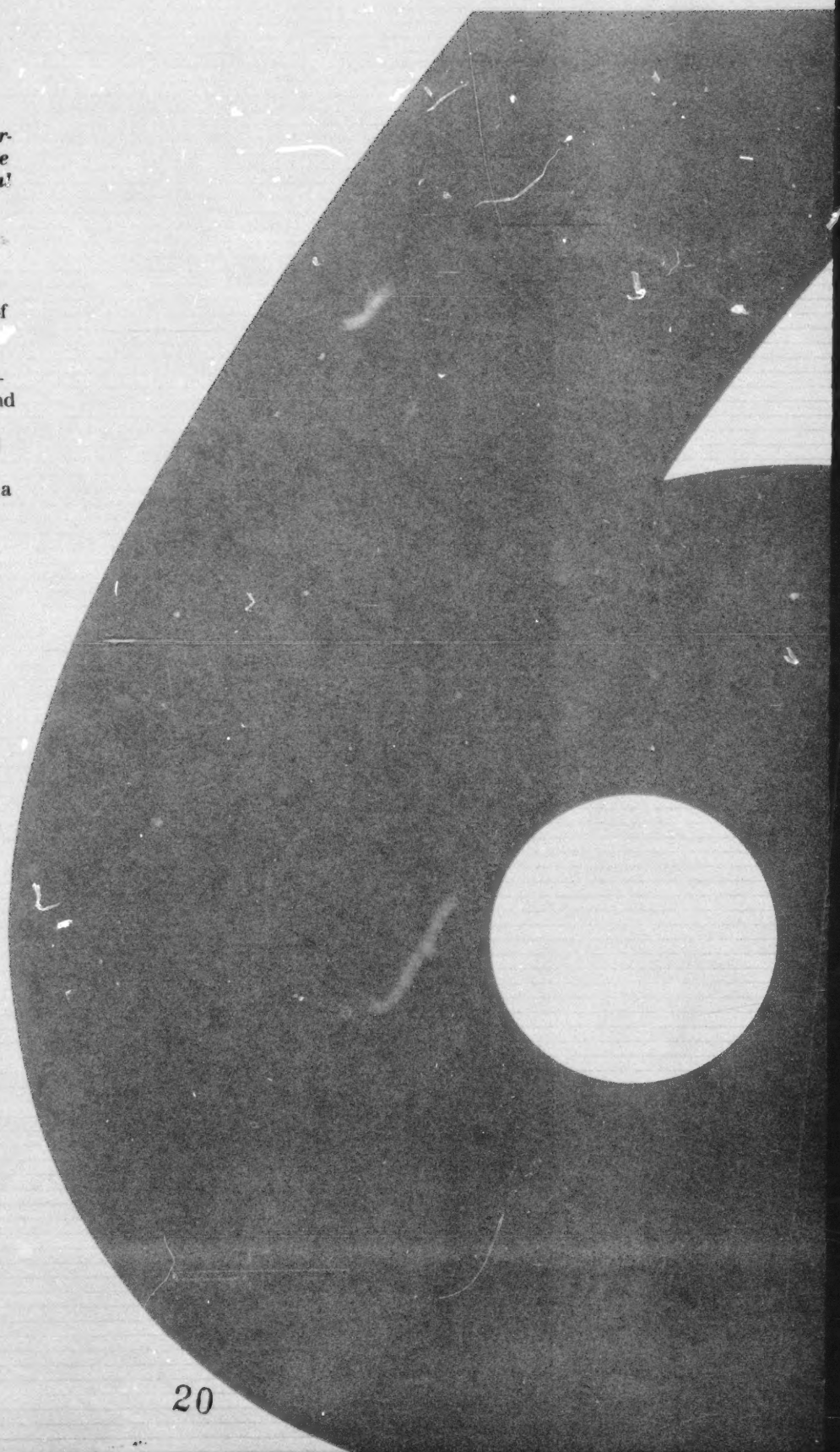
5.6 Demonstrate respect for the environment.



GOAL 6

To help students gather information, think critically, solve problems, and make rational decisions.

GOAL SIX focuses on the development of skills needed for citizenship. This goal includes elements from the disciplines of history and all of the social sciences. Through the study of Goal Six, the learner should develop the abilities to make sound judgments individually or in a group process. The goal should facilitate responsible decision making essential for citizens in a democratic society.



Subgoals

6.1 Obtain, interpret, evaluate, organize, and use information from observing, investigating, listening, and reading.

6.2 Obtain, interpret, evaluate, organize, and use information from maps, charts, globes, graphs, and tables.

6.3 Apply processes of critical and creative thinking to the analysis of problems from history and the social sciences.

6.4 Make decisions about personal options and public issues in terms of reasoned values and reliable information.

6.5 Work with others in groups and organizations to achieve mutual goals.

GOAL 7

To help students demonstrate commitment to human dignity, justice, and democratic processes.

GOAL SEVEN focuses on ideals and processes needed to participate in a democratic society. This goal includes elements from the disciplines of history, political science, and sociology. Through the study of Goal Seven, the learner should develop the understandings and attitudes needed to secure a reasoned commitment to a democratic society. The goal should facilitate responsible civic participation.

Subgoals

7.1 Demonstrate an understanding of and a commitment to the rule of law.

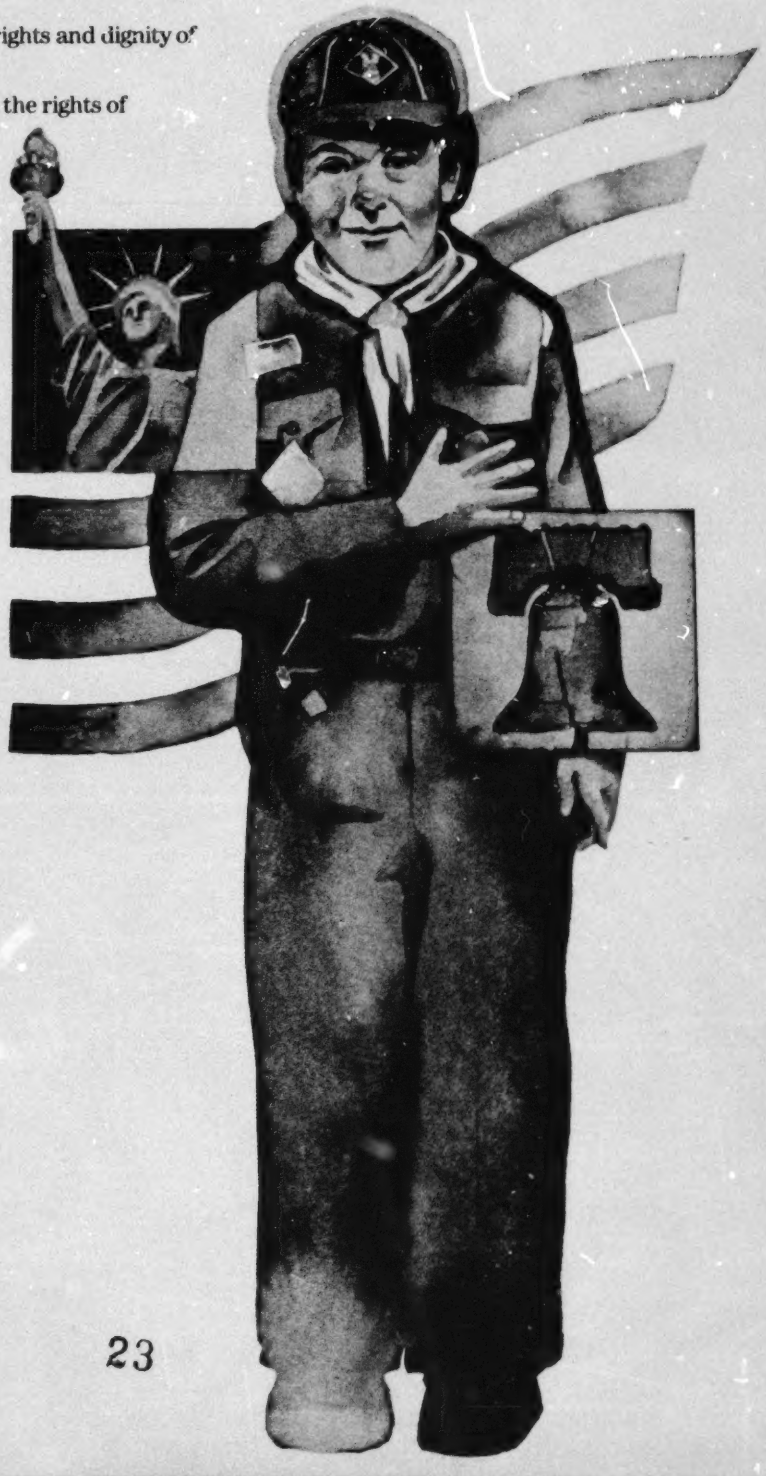
7.2 Appreciate historical and contemporary conflicts between conscience and respect for authority.

7.3 Appreciate the ideas expressed in the documents and symbols of human freedom.

7.4 Demonstrate respect and support for the rights and dignity of all individuals.

7.5 Demonstrate respect for majority rule and the rights of the minority.

7.6 Assume citizenship responsibilities at the local, state, and national levels.



ILLUSTRATIVE OBJECTIVES

These sample objectives provide examples of a way to incorporate a framework subgoal into local social studies curricula.* They are organized to give sample objectives for three grade levels: the early years, the middle years, and the high school years. A local school system which chooses to use these illustrative objectives may determine their specific grade level placement and modify them to fit local needs:

Goal 5. To help students understand the role of culture, technology, and the environment in the location and distribution of human activities.

Subgoal 5.6 Demonstrate respect for the environment.

EARLY YEARS	MIDDLE YEARS	HIGH SCHOOL YEARS
During the early years, students will be able to:	During the middle years, students will be able to:	During the high school years, students will be able to:
a. Describe how people have harmed the environment.	a. Identify community environmental problems.	a. Evaluate legislation in terms of its potentially positive or negative impact on the environment.
b. Give examples of pollution and waste of natural resources.	**b. Describe ways to conserve natural resources. (2.2.1.2)	b. Explain how conservation policies may or may not be economically effective.
c. List examples of environmental conservation practices at home and at school.	c. Participate in a group project that will improve the environmental quality of their school and neighborhood.	c. Evaluate the impact of participation in civic groups that seek to protect the environment.

** These objectives are representative of a complete set of example objectives for each goal and subgoal which have been prepared and validated under the direction of the Maryland Social Studies Task Force. The complete set of example objectives and others prepared by goal specific resource teams are available upon request from the Maryland State Department of Education.*

***This objective is an example of how a minimum competency required for graduation may be placed within the goals and subgoals of the Maryland social studies framework. An example placement of selected minimum competencies within the framework subgoals may be found in Appendix A.*

CURRICULUM ASSESSMENT AND DEVELOPMENT

This section is designed as a guide for curriculum specialists and teachers to assess existing curricula and develop new curricula. The material is organized around the four essential components of the written school curriculum: an underlying philosophy, the overall goals of the program, the scope and sequence, and the classroom instructional units. Each component is described in terms of its purpose, its specific elements, and how it can be assessed and developed. In addition, an example from an existing Maryland curriculum guide is given for each component.

PHILOSOPHY

A philosophy is an explicit statement of the beliefs which should direct all aspects of a school system's curriculum. Developing a statement of philosophy allows educators in a system to reach consensus about the nature of the subject matter as it relates to the instructional program. A clear statement of philosophy, therefore, can aid the school system in developing goals, specifying instructional strategies, and assessing programs.

A comprehensive philosophy should begin by addressing the subject matter, its relationship to society, and its relationship to learners. It should then synthesize these elements to develop a statement of how the system should structure its curriculum.

The Subject Matter

This section should describe subject matter which is to be taught and the disciplines from which the curriculum should be drawn. It should address the underlying premises and values as well as the investigative strategies and processes inherent in these disciplines.

Society

Society's needs in relation to the subject matter should be of primary importance when planning a program. This section of the philosophy should describe these needs and how they can be met by a comprehensive curriculum.

The Learner

This section contains the system's set of beliefs about the needs of students. These needs include those which are influenced by the external demands of society and those which, if met, would lead to personal fulfillment.

The Curricular Statement

The curricular statement is the culminating section of the philosophy. It synthesizes the needs of society and the learner with the subject matter content to produce a rationale for the curriculum.

Developing a Philosophy

To develop a philosophy it may be useful to review the explicit philosophies in existence at the local, state, and national level. Implicit beliefs held by the local community should also be identified and considered. Finally, a system-wide consensus should be reached on the key beliefs outlined in the final product.

Example of a Local Philosophy: A Rationale for K-12 Social Studies

THE INDIVIDUAL AS A LEARNER

A child is the supreme expression of human potential. The child's growing mind probes and reflects, wonders and analyzes, seeks and evaluates. The child's body matures through youth and adulthood, and the individual's complex environment affects each person in intricate and often imperceptible ways.

Within the context of individual growth and development, a child learns in a number of different ways common to all:

A child learns most effectively when a frame of reference, a structure on which to base further investigation and further learning, is provided.

A child learns when the security of reasonable, purposeful guidelines and limitations is provided.

A child learns most effectively when experiences are personally rewarding and result in success.

A child learns most effectively when experiences provided respond to individual learning strengths and needs.

A child learns most effectively when experiences provided are designed to actively involve the learner.

A child learns to develop a value system through the examination of the validity of personal values in relation to those held by others.

THE SCHOOLS IN CONTEMPORARY SOCIETY

At a time of increasing complexity at home and abroad, the schools must dedicate themselves to the development of responsible citizens.

In a pluralistic society, the schools must be sensitive to the needs of children of all conditions, interests, talents, and learning styles.

In a democratic society, at times threatened by depersonalizing forces, the schools must utilize more effective ways of maintaining the worth and value of individuals.

In a changing world the schools must prepare students not only to meet the challenges of today, but also to anticipate new challenges and to explore creative solutions.

SOCIAL STUDIES

There is some commonality among history, geography, and the social sciences of political science, economics, psychology, sociology, and anthropology that has persuaded most people to identify them collectively as the social studies. Social studies subjects share a common theme—*people relating to and interacting with other people in their environments.* That behavior may be political as people interact to utilize power. It may be economic as people seek to better their standards of living. It may be historical as people attempt to place themselves in relationships with those events and persons which have preceded them. It may be social as people seek to operate in groups with others. The scope of this behavior may be as specific as the study of the individual or as broad as the study of international relations. The central theme of social studies is, then, the study of people and their behavior in a variety of past and present situations.

THE SOCIAL STUDIES PROGRAM

The following student experiences should be provided by the social studies program:

A systematic extension of knowledge within the disciplines of social studies (i.e., anthropology, economics, geography, history, political science, psychology, and sociology);

A development of study skills to encourage further learning in history and the social sciences;

A growth of information processing and commmunication skills needed for participation in a democratic society;

A development of self-understanding and awareness of other cultures;

An applied study of the values held by society.

GOALS

Goals are broad, generalized statements which are derived from the philosophy and which determine the curriculum. They set the direction of the program by identifying those learner outcomes which are to be achieved through the program.

Since program goals are so broad, subgoals may be used to define the major areas covered by each goal. Additional levels of behavior statements may be written to further specify the expected behaviors within each subgoal.

Developing Goals

Goals should be developed from and thus reflect the system's philosophy. The chosen set of goals should at minimum incorporate all of the goals and subgoals from the state while addressing the specific needs of the community and special populations of children.

Example of a Local Set of Goals

The following comparison shows how a local set of goals has incorporated the required state social studies goals:

A Local Set of Goals	*State Social Studies Goals*
The responsibility of the social studies program is to provide learning experiences from which individuals can:	
1. Systematically extend their knowledge of the broad fields of the social studies (i.e., history, geography, economics, political science, and the behavioral sciences)	Goals 1, 2, 3, 4, and 5
2. Develop skills of historical and social science study which encourage and facilitate further learning	Goal 6
3. Process information and develop skills necessary to civic participation in a democracy	Goals 6 and 7
4. Develop self-understanding and awareness through the study of other individuals and groups, in different as well as in similar times and places	Goals 1, 2, 3, 4, and 5
5. Apply processes of effective thinking to value positions of society and individuals, in keeping with their maturity levels	Goals 6 and 7

SCOPE AND SEQUENCE

A scope and sequence is a picture of the entire curriculum from the school system level. It provides a broad overview of the content of the curriculum and illustrates the sequencing of the material from kindergarten through the twelfth grade.

In any scope and sequence it is important that certain key elements be presented for each unit or course: the title or topic, a narrative describing the content, the goals and subgoals to be taught, and the placement of the unit or course within the school program.

Developing and Assessing a Scope and Sequence

The first step for developing a new scope and sequence or modifying an existing one is to review what is currently being taught. To accomplish this, it may be helpful to answer the following series of questions about the current scope and sequence:

1. Are the topics covered adequate to meet the desired scope of the program?
2. Is the content and its placement appropriate for the developmental levels of the various types of learners?
3. Are each of the system's goals incorporated into the current scope?
4. Does the sequence follow a logical order and allow for recycling of material when appropriate?

The answers to these questions should be examined and recommendations made for needed changes in the scope and sequence. Once this needs assessment has been completed, the scope and sequence should be revised to reflect the newly developed philosophy and goals.

Examples from Local Sequences

There are a variety of ways a scope and sequence could be structured and still meet the recognized needs of a system. The following examples are comparisons of four different grade level *sequences* for K-12 social studies topics selected by different systems.

	ALPHA MODEL	BETA MODEL
K	***Learning to Live Together*** Learning about oneself and others, the school, and special events	***People in a Changing World*** Getting to know yourself and people in the community
1	***Living Together in Families*** Examining how families work, live, learn, and play together in this country and in other nations	***People in a Changing World*** Learning about basic needs families share and ways people differ
2	***Living Together in Our Neighborhood*** Studying how neighborhoods are both homogeneous and diverse, how they change, and how our neighborhoods compare with those in other nations	***People in a Changing World*** Learning about the community and its components—stores, recreational facilities, protective and educational services
3	***Living in Communities*** Examining the nature and functions of communities and comparing the local community to communities in other countries	***People in a Changing World*** Learning about cities– their advantages and disadvantages, how they grow, what problems confront a local urban area
4	***Living in Our Country*** Exploring the various geographic regions of the United States	***Groups and Their Government*** Understanding how groups operate and use laws with examples from American history, Black history, and the Amish culture
5	***Our Country and Its History*** Learning about America's history from the pre-colonial period to the twentieth century	***United States Regional Studies*** Exploring the history, development, and modern culture of Maryland, the Midwest, and the Southwest regions of the United States

GAMMA MODEL

Learning with Others
Getting along with others, appreciating their unique traits, and helping ourselves

Families Here and in Other Lands
Learning rules to help us get along and comparing today's families with those of other times and countries

Local Communities
Learning about community services and workers, using maps, and comparing these local communities with those in other lands

Interdependent Communities
Studying how a local city and its suburbs relate, how government agencies affect the residents, and how local communities compare with foreign cities

People in Their Environments
Describing types of natural environments, how Marylanders have adapted to their environment, and how people in similar environments in other countries have adapted

American People—Past and Present
Exploring how cultural diversity enriches modern America, how the Constitution affects us, and comparing colonial and modern economic systems

DELTA MODEL

All Activities Interdisciplinary

Living in a Family
Learning about families by comparing their own to the President's family and a family in Mexico

Living in a Community
Exploring components of the community such as shopping centers and community services

Living in Our Community and Other Communities
Comparing community life in the local community with that of Norway, Japan, and a Bedouin tribe

Maryland in a Growing Nation
Learning about Maryland's early history including Native Americans, explorers, and early Maryland colonists and comparing colonial Maryland to present day Maryland

Regional Studies of the U.S.
Presenting five major regions of the United States —New England, the South, the Northwest, the Great Plains, and Alaska and Hawaii

	ALPHA MODEL	BETA MODEL
6	***Living in Our World*** Studying people from the viewpoints of geography, history, cultural study, economics, governments, and current issues	***World Cultures*** Introducing the traditions, arts, and culture of India and studying the historical development of Latin America
7	***World Geography*** Learning basic geography skills and using them to study five continents	***World Cultures*** Presenting an overview of the historical, economic, and political development of Japan, Africa, the Middle East, the Soviet Union, and Europe
8	***U.S. History*** Examining the history of the United States from the sixteenth century through Reconstruction	***America's Past*** Describing the political history of America from the pre-colonial period to the present
9	***Civics*** Learning about citizenship, state and federal government, free enterprise, plus Maryland and local history and geography	***Contemporary America*** Understanding how the individual relates to the institutions of American politics and exploring economics, consumerism, lifestyles, and careers
10	***World History*** Surveying human history from prehistoric times to the present in Europe, China, Africa, and the Middle East	***World History*** Exploring how diverse cultures relate economically and politically: Rome, feudal and eighteenth/nineteenth century Europe, and China
11	***United States History*** Describing the cultural, political, and economic history of the United States from the pre-colonial period to the present ***Electives***	***United States History*** Describing the political and economic foundations of the United States by a review of its history, industrial development, and the development of foreign policy
12	***Electives*** Including courses in law, sociology, psychology, economics, urban experience, and politics	***The Constitution, Citizenship, and Public Issues*** Examining the Constitution, the American government system, laws and the legal system, and political decision making

GAMMA MODEL

Changing World Cultures
Exploring present day cultures of Africa south of the Sahara, Latin America, and Western Europe

Cultural Comparisons
Exploring culture as reflected in the everyday life of the local community, the Soviet Union, the Middle East, and Asia

United States History
Presenting the geography and history of America from the pre-colonial period to the present

Contemporary Issues/Government
Using the social sciences in decision making related to state and local government, criminal justice, consumerism, careers, and equal opportunity

World Cultures
Choice of two of the following semester courses: early civilizations, modern European history, the developing world, and physical-cultural geography

19th/20th Century U.S. History
Analyzing nationalism, sectionalism, and industrialism in nineteenth century America and examining twentieth century politics from the Progressives to the present

Electives
Including a number of elective courses drawn from or including advanced placement history, the social sciences, regional studies of various world cultures, and contemporary issues or concerns

DELTA MODEL

Cultural and Physical Environments
Presenting an overview of cultures of Western Europe, Africa, Latin America, India, the Arab world, China, and ancient Egypt

The Development of America
Learning the history of America from pre-colonial days to the present

Government and Community Life
Studying the roles of citizens and government in domestic and foreign politics, plus learning about community dynamics, careers, and consumerism

Western Civilization
Tracing the growth of western culture from ancient societies, through the Dark Ages, the Renaissance, and modern industrial societies

The United States in its World Setting
Analyzing the social, cultural, and economic development of the United States from the rise of industrial America to the present

Contemporary Issues
Surveying a wide range of social, economic, and political issues and examining how conflicts develop and are resolved

Contemporary Issues
Surveying a wide range of social, economic, and political issues and examining how conflicts develop and are resolved

Example from a Local Scope

The scope of each topic is described through a narrative and a listing of the goals and subgoals covered. Though two systems may teach the same sequence (that is, the same topic at the same grade level), the scope of that topic may be very different. The following presents examples of scopes of social studies units taken from three different grade levels.

Seventh Grade Cultural Comparisons: Asia, the Middle East, the Soviet Union, and Our County

Social studies skills to be emphasized at this grade level are

1. Interpreting, organizing, and presenting information from reading materials;
2. Interpreting graphs, charts, and pictures;
3. Considering events from more than one cultural perspective.

UNIT I: ORIENTATION

This unit focuses on helping children get along with one another in their school environment. Helpful, safe standards of conduct are emphasized, as well as the necessity for good work-study habits. Children are also acquainted with what they will study in social studies this year. As a result of essential learning experiences in this unit, most students should be able to

1. Describe different school personnel and what they do.
2. Discuss standards of school conduct.
3. Identify needed health and safety practices.
4. Identify good work-study habits, such as neatness, attentiveness, following directions, and wise use of time.

Unit One addresses the following state subgoals:
6.4
7.1

[redacted]

UNIT II: HOW DOES LIFE IN OUR COUNTY REFLECT AMERICAN LIFE IN GENERAL?

Using life in our county as a reflection of American culture in general, this unit provides a framework for examining a culture and for making cultural comparisons. Beginning with the study of geographic and environmental influences on life in the county, it explores the characteristics of the population, history, and traditions and how people organize to make decisions to meet their basic needs. As a result of essential learning experiences in this unit, most students should be able to

1. Locate our county in relation to Washington, Baltimore, Annapolis, the Chesapeake Bay, and the rest of Maryland.
2. Describe the climate, resources, people, and population density of our county.
3. Describe how climate, location, and technologies influence how people work and play in our county.
4. Compare the kinds of work people do and income levels of our county and the United States.
5. Discuss how people in our county make political and economic decisions.
6. Describe major religious beliefs and educational patterns in our county.
7. Identify some of the problems facing our county.

Unit Two addresses the following state subgoals:
1.4
2.2, 2.3, 2.6, 2.7
6.1, 6.2, 6.4
7.1

[redacted]

UNIT III: HOW DOES THE LIFE OF THE SOVIET PEOPLE REFLECT THE SOVIET CULTURE?

The purpose of this unit is to give students an opportunity to examine the life styles of the people living in the Soviet Union. In their study, students will examine the effects physical environments have on people and the relationship between the basic needs of people and cultural, economic, and political institutions. As a result of essential learning experiences in this unit, most students should be able to

1. Locate the Soviet Union in relation to oceans, continents, and other major nations.
2. Describe the climate types, resources, landforms, ethnic groups, and population densities of the Soviet Union.
3. Describe how climate, location, and technologies influence how people work and play in the Soviet Union.

4. Compare the kinds of work people do and income levels of the Soviet Union and the United States.
5. Discuss how people in the Soviet Union make political and economic decisions.
6. Describe major religious beliefs and educational patterns in the Soviet Union.
7. Identify some of the problems facing the Soviet Union.
8. Identify some of the major influences in the development of the Soviet Union (e.g., Christianity, Islam, location, communism).

Unit Three addresses the following state subgoals:
2.2, 2.6
4.1, 4.2, 4.3, 4.4, 4.5, 4.6
6.1, 6.2, 6.4

[redacted]

UNIT IV: HOW DOES THE LIFE IN THE MIDDLE EAST REFLECT MIDDLE EASTERN CULTURES?
The purpose of this unit is to give students an opportunity to examine the life styles of the people living in the Middle East. In their study, students will examine the effects physical environments have on people and the relationship between the basic needs of people and cultural, economic, and political institutions. As a result of essential learning experiences in this unit, most students should be able to

1. Locate the Middle East in relation to oceans, continents, and major world nations.
2. Locate and identify the major nations, landforms, ethnic groups, population densities, and bodies of water in the Middle East.
3. Describe how climate, location, and technologies influence how people work and play in the Middle East.
4. Compare the kinds of work people do and income levels of the Middle East and the United States.
5. Discuss how people in the Middle East make political and economic decisions.
6. Describe major religious beliefs and educational patterns in the Middle East.
7. Identify some of the problems facing the Middle East.
8. Identify some of the major influences on the development of Middle Eastern nations (e.g., Islam, Judaism, location, petroleum).

Unit Four addresses the following state subgoals:
2.2, 2.6
4.1, 4.2, 4.3, 4.4, 4.5, 4.6
6.1, 6.2, 6.4

[redacted]

UNIT V: HOW DOES THE LIFE IN ASIA REFLECT THE CULTURES OF ASIA?
The purpose of this unit is to give students an opportunity to examine the life styles of the people living in Asia. In their study, students will examine the effects physical environments have on people and the relationship between the basic needs of people and cultural, economic, and political institutions. As a result of the essential learning experiences in this unit, most students should be able to

1. Locate China, Japan, and India in relation to oceans, seas, continents, and other major areas of Asia and the world.
2. Describe the climate types, resources, landforms, ethnic groups, and population densities of China, Japan, and India.
3. Describe how climate, location, and technologies influence how people work and play in China, Japan, and India.
4. Compare the kinds of work people do and income levels of China, Japan, and India.
5. Discuss how people in China, Japan, and India make political and economic decisions.
6. Describe major religious beliefs and educational patterns in China, Japan, and India.
7. Identify some of the problems facing China, Japan, and India.
8. Identify some of the major influences on the development of China, Japan, and India (e.g., religious, political, economic).

Unit Five addresses the following state subgoals:
2.2, 2.6
4.1, 4.2, 4.3, 4.4, 4.5, 4.6
6.1, 6.2, 6.4

[redacted]

A K-12 Social Studies Match with a State Social Studies Goal

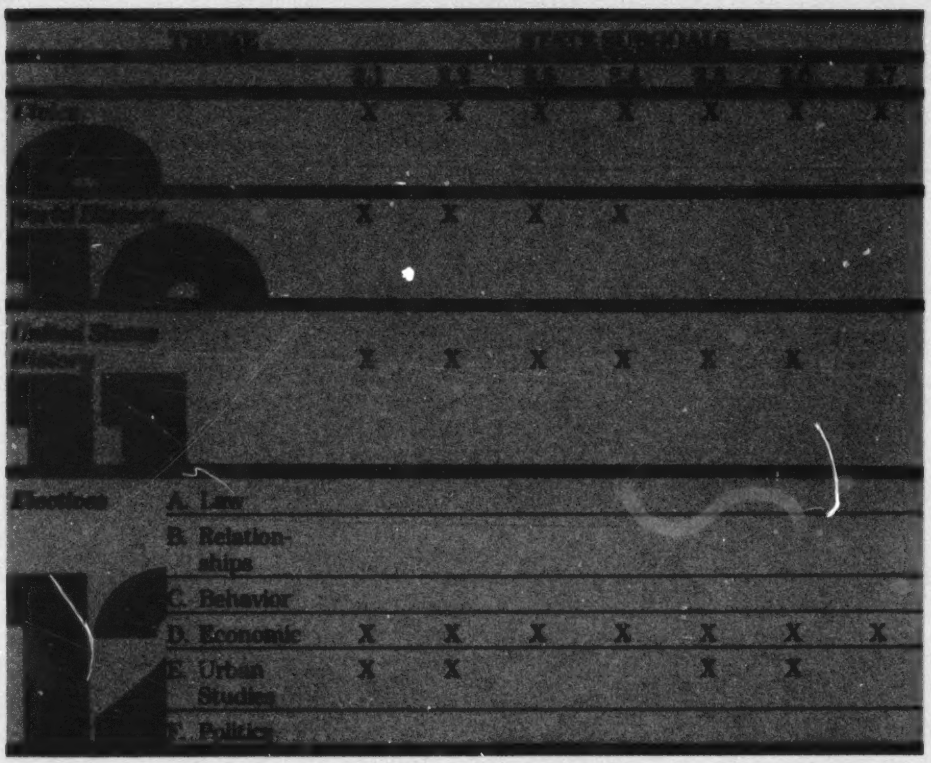
GRADE	THEMES	STATE SUBGOALS						
		2.1	2.2	2.3	2.4	2.5	2.6	2.7
Living Together K	A. Myself and Others	X						
	B. School							
	C. Special Events							
Families 1	A. Living Together	X	X		X			
	B. Working	X	X	X	X	X	X	X
	C. Learning							
	D. Playing		X					
	E. Changing							
	F. Our World							
Neighborhoods 2	A. People	X	X		X	X	X	X
	B. Alike and Different		X	X		X	X	X
	C. Changing		X	X		X	X	X
	D. Our World							
Communities 3	A. Who Are They?							
	B. Similar and Different		X	X		X		X
	C. Needs	X	X	X	X	X		
	D. Our Community			X		X		
	E. Our World		X					

Example of a Local Match with a State Social Studies Goal

To assess local programs it is helpful to complete a match between goals established by the local system or the state and the goals implicit in the current scope and sequence. The following is an example of such a match. It demonstrates that all of the subgoals for one state goal have been addressed at the elementary level and again at the secondary level.

8

	THEMES	STATE SUBGOALS						
		2.1	2.2	2.3	2.4	2.5	2.6	2.7
Our Country	A. The USA			X	X	X	X	X
	B. Northeast		X			X	X	X
	C. Maryland							X
	D. Southeast		X			X	X	
4	E. North Central	X	X				X	
	F. Rocky Mountain		X				X	
	G. Southwest		X				X	
	H. Pacific		X			X	X	
Our Country's History	A. Introduction							
	B. Exploration			X				
	C. A Nation Born					X		
	D. Expansion					X		
5	E. A Nation Divided		X	X				
	F. Growth		X	X	X	X	X	
	G. The Twentieth Century			X	X	X	X	X
Our World	A. Environment		X			X		
	B. Civilizations							
	C. Cultures							
6	D. Needs	X	X	X	X	X	X	X
	E. Governments	X					X	
	F. Issues							
World Geography		X	X	X		X	X	
7								
United States History								
8								


A. Law
B. Relationships
C. Behavior
D. Economic
E. Urban Studies
F. Politics

K-12

INSTRUCTIONAL UNITS

An instructional unit describes how a topic at a particular grade level is to be taught. It is a guide for teachers to use when working with their students.

An instructional unit consists of several important elements:

-the title or topic to be covered;

-a narrative or outline describing the content to be covered;

-a set of objectives derived from the goals and subgoals and defining the scope of the unit or course;

-the activities necessary to reach the objectives;

-a listing of resources;

-a description of the evaluation procedures needed to determine whether or not the objectives have been met.

How Are Instructional Units Developed?

The first step in the development process is to examine the existing instructional units. To do this it may be helpful to ask a series of questions about the units:

1. Do the objectives build toward designated goals and subgoals and do they cover the scope of the topic?
2. Is the content current and adequate enough to cover the topic?
3. Are the activities adequate for reaching the objectives and are they appropriate for the learner?
4. Is the sequence of learning activities within the unit logical?
5. Are the resources listed adequately for the activities?
6. Does the evaluation relate directly to the stated objectives?

After this needs assessment is completed, a series of decisions must be made. First, is it possible simply to revise the existing units? Second, if this is not possible, are there available units from an outside source that could be adapted to meet the identified needs? Third, if no such program is available, how can new units be developed locally to improve the curriculum?

Once these questions have been answered, it may be helpful to pilot any resulting curriculum changes. The evaluation of such a pilot can be useful in further refining the new curriculum.

4 *Example of a Local Instructional Unit*

The Native American Indian Heritage in Maryland

UNIT DESCRIPTION

During the sixteenth century before the coming of the Europeans, 8,000 Native American Indians lived in the region we now call Maryland. Who were these Native American Indians of Maryland? Where and how did they live? What heritage have these pre-European Native American Indians left to the peoples of Maryland today?

This unit focuses on the culture and history of various groups of Native American Indian peoples in Maryland. Two dominant themes emerge in the unit. First, early Native American groups directly used and depended upon their natural environment for food, clothing, homes, tools, and transportation. Second, although the Native American Indians today in Maryland are only a small minority of the population, their ancestors provided a rich cultural heritage shared by all people in the state.

In 1980 over 8,000 Native American Indians still lived in Maryland.

UNIT GOALS

The following state social studies subgoals are addressed in this unit:

3.3 Understand the history and contributions of ethnic, racial, religious, and other diverse groups.

4.2 Understand that societies reflect contributions from many cultures.

4.6 Understand historic and current events from the perspective of diverse cultural and national groups.

5.1 Locate and interpret major cultural and physical features.

5.2 Understand the interaction of culture and technology in the use and alteration of the physical environment.

5.4 Understand patterns of population growth and settlement in different cultures and environments.

6.3 Apply processes of critical and creative thinking to the analysis of problems from history and the social sciences.

UNIT OBJECTIVES

By the end of this unit each child should be able to

1. Identify the groups of pre-European Native American Indians of Maryland and where they lived in the state.
2. Identify the natural resources used by the pre-European Native American peoples for their food, clothing, tools, homes, and transportation.
3. Analyze the relationships between the location of the Native American cultures in Maryland and the natural resources they used in different locations.
4. Summarize the heritage of the traditional Native American Indians for the people of Maryland today.

VOCABULARY

Native American Indians
Culture
Heritage
Natural resource
Location

UNIT PREREQUISITE LEARNING

The four geographical regions of Maryland:
—The Chesapeake Bay
—The Atlantic coastal plain on both sides of the bay
—The Piedmont foothills between the coast and the mountains
—The Appalachian Mountains in western Maryland

UNIT LEARNING MATERIALS

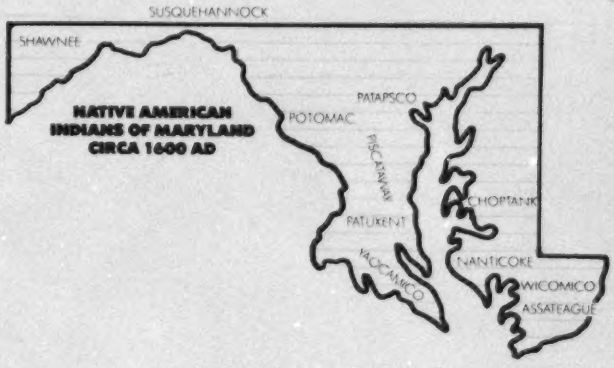
Enclosed Learning Materials
—A map locating the homes of the traditional Native American Indian groups in Maryland and the meanings of the names of these groups
—A list of the natural resources used by the pre-European Native American Indians in Maryland

Needed Learning Materials
—Ten 12" x 6" white posterboard cards for listing the names and meanings of the Native American Indian groups in Maryland
—Thirty-four 12" x 6" white posterboard cards for listing the natural resources used by the pre-European Native American Indians of Maryland
—One dark-colored marking pen

SUGGESTED ACTIVITIES

1. *Drama Activity:* Write the name of one of the ten major Native American groups in Maryland on each of ten cards (see map). On the reverse side of each card, write the meaning of each name. Divide the students into small groups of two to four members each. Hand each group a card. Have each group devise a way of demonstrating the meaning of each name by moving only their hands and bodies. The presenters from each group may not speak during their demonstration. One member of each presenting group should write the group's name on the board before their demonstration. The students watching the demonstration may try to guess the meaning of the name from the movements.
2. *Map Activity:* On a blank map of Maryland identify the four major geographical regions in the state. On the same map, fill in the names of the ten major Native American Indian groups in Maryland in their correct locations (see map).

Potomac—here goods are brought in
Piscataway—high passable bank around a bend in a river
Wicomico and Yaocomico—pleasant dwelling or village
Choptank—it flows back strongly
Patuxent—at the little rapids or falls in a stream
Assateague—river beyond or across
Nanticoke—those who ply the tidewater stream
Patapsco—rocky point or corner
Susquehannock—smooth flowing stream
Shawnee—we are the people



3. *Discussion Activity:* Using what has been learned from activities one and two, discuss the following questions:

   —Where are most of the Native American groups located? (near water)

   —Why did many of the Native American peoples decide to use nearby bodies of water for the names of their groups?

   —How are most of these names still used today? (They name rivers, islands, and areas of land in Maryland.)

   —Why are these names still in use today? (The Europeans learned the names from the Native Americans of Maryland.)

4. *Analysis Activity:* Write the names of natural resources used by the Native American Indians in Maryland on cards—one per card (use the following list).

   Natural Resources of the Native American Indians in Maryland around 1600 A.D. before the coming of the Europeans:

corn	crabs	wild rice	geese
oak	succotash	quail	cranberries
squash	oysters	beans	clay
pine	partridge	deer	popcorn
tomatoes	clams	pumpkins	sand
maple	opossum	bear	turkey
potatoes	fish	maple syrup	buffalo
cyprus	tobacco	ducks	
hominy	pigeons	squirrels	

   Hand out the cards—one per student:

   a. Post signs around the room listing classifications of these natural resources: underwater life, trees, vegetables and fruits, birds, animals, and minerals. Have the students group themselves into these classifications.
   b. Post a new set of signs around the room listing how the traditional Native Americans used these natural resources: food, clothing, houses, tools, pottery, and transportation. Have the students group themselves into these classifications. Have the students describe how they think their resource was used by the traditional Native American Indians. Have the students move to a second use if they can think of one, e.g., deer meat was used for eating and deer skin was used for clothing.
   c. Using the maps from activity two, ask the students to identify natural resources which would and would not be found in different geographical areas of Maryland (crabs, oysters, and clams found only in the bay). Ask the students where most of the traditional Native American groups were located in Maryland (near the bay). From the location of most of these traditional Native American groups, have the students hypothesize which natural food resources were the most important to them (crabs, oysters, and clams).

5. *Research Activities:* Have students explore the heritage of the Native American Indians that surround their everyday lives:
   a. Using the names of traditional Native American Indian foods found in the natural resources list, have the students identify as many of these foods as possible which can be found in a grocery store near their home.
   b. Using a local resource person identified by the Maryland Commission on Indian Affairs, have students listen to stories and legends which are part of the heritage of Maryland's Native American Indians. The students may then identify all the natural resources mentioned in these stories and legends. What are the most important natural resources mentioned in these stories and legends?
   c. Legends often tell stories of why it rains and thunders or why the moon changes its shape. The Native American Indians of Maryland had many such legends. Have the children write their own legends about things in nature, e.g., why a skunk smells and has stripes or why a snake has no legs. Share these tall tales in a powwow around a make-believe campfire.

6. *Your original activities.*

SUGGESTED ASSESSMENT ACTIVITIES

1. Assess each student's ability to identify the locations of the major Native American Indian cultures in Maryland (see map). Plan an imaginary trip around the year 1600 across Maryland by foot along woodland trails and then by canoe. Start at one end of Maryland and have the students name the following along the way:

—Two groups on the Eastern Shore

—Two groups on the Western Shore

—One group in the Hagerstown area

—One group in the mountains of western Maryland

2. Assess each student's ability to identify the natural resources used by the Native American Indians in Maryland and the locations of these natural resources. Have students pretend they are Native Americans in Maryland before the coming of the Europeans. Each is alone in the woods near the Chesapeake for one year. How would they live? Have each student list

—Four animals they would kill for meat and clothing,

—Six vegetables and fruits they would find or grow for food,

—Two things they would find in the water of the bay to eat.

As a final task, ask the students how their lists would differ if they lived in the mountains of western Maryland (no crabs, oysters, and clams).

RESOURCES

Field Trips

—In Baltimore, the Maryland Historical Society has reconstructed a native American village from the year 1634. For information contact the Society at 301-685-3750.

—The Chancellor's Point Natural History Center in St. Mary's City has a program which describes how people such as the Native American Indians, the land, and the river have interacted over time. For more information contact the St. Mary's City Commission at 301-994-2943.

—The National Museum of Natural History in Washington, D.C., has extensive exhibits on all of the Native American Indian cultures of North America. Call 202-357-2700 for more information.

Books and Magazines for Teachers

Kenny, Hamill. *The Origin and Meaning of Indian Place Names of Maryland.* Baltimore: Waverley Press, 1961.

Porter, Frank W. III. *Indians in Maryland and Delaware: A Critical Bibliography.* Bloomington: Indiana University Press, 1979.

_____ (Editor). "Indians in Maryland: Past and Present." A special issue of the Maryland Historical Magazine, Vol.75 (Spring, 1980).

Thompson, Derek, et.al. *Atlas of Maryland.* College Park: University of Maryland, 1977.

Books for Students

Manakee, Harold. *Indians of Early Maryland.* Baltimore: Maryland Historical Society, 1959.

Poatgieter, Hermina. *Indian Legacy: Native American Influences on World Life and Culture.* New York: Julian Messner, 1981.

List other appropriate classroom books for reading on such topics as biographies of famous Native Americans, Native American crafts, and Native American customs.

Visual Media

"The Odyssey of Maryland's Indians." A filmstrip and teacher's guide developed by the Maryland Commission on Indian Affairs for the school systems of Maryland.

List other appropriate visual material from your resource center such as filmstrips, historic maps, slides, and charts.

Resource Persons

Contact the Maryland Commission on Indian Affairs (2525 Riva Road, Annapolis, Maryland 21401) for names of local Native Americans and authorities on the Native American Indians in each local area.

APPENDICES

Appendix A: An Example Placement of Selected Minimum Graduation Competency Objectives within Framework Goals and Subgoals **36**
Appendix B: NCSS Social Studies Curriculum Guidelines **41**
Appendix C: The Maryland Social Studies Task Force **45**
Appendix D: The Maryland Review Panel for Social Studies **46**

APPENDIX A

An Example Placement of Selected Minimum Graduation Competency Objectives within Framework Goals and Subgoals

The following are examples of how required minimum graduation competency objectives may be placed within the social studies framework by local school systems. These forty-four examples are listed by framework goal and subgoal, declared competency index code, objective, grade level (early years, middle years, or high school years), and area of human activity. These objectives are taken from four areas of human activity: twenty-six from citizenship, ten from survival, five from work, and three from basic skills.

Goal 1: To help students understand the historical development and present functioning of the political principles, institutions, and processes needed to be effective citizens in American society.

Subgoal 1.1 Understand the basic principles of American government expressed or implied in the Declaration of Independence, the Constitution, court decisions, and laws.

Example minimum competency objectives:

CODE	MINIMUM COMPETENCY OBJECTIVES	GRADE LEVEL	AREA
3.4.2.10	Describe the functions and powers of the United States and Maryland judicial branches	middle years	citizenship
3.4.2.11	Describe the functions and powers of the United States and Maryland legislative branches	middle years	citizenship
3.4.2.12	Describe the functions and powers of the United States and Maryland executive branches	middle years	citizenship
3.1.1.1	Identify the principles of democracy	high school years	citizenship
3.4.1.6	Compare and contrast various forms of national government with that of the United States	high school years	citizenship
3.4.1.7	Compare constitutional powers delegated to local, state and federal government	high school years	citizenship
3.1.1.6	Explain the value of individual differences in maintaining a democratic society	high school years	citizenship

Goal 1: To help students understand the historical development and present functioning of the political principles, institutions, and processes needed to be effective citizens in American society.

Subgoal 1.3 Understand the rights and responsibilities of individuals in the United States.

Example minimum competency objectives:

CODE	MINIMUM COMPETENCY OBJECTIVES	GRADE LEVEL	AREA
3.1.1.3	Identify the legal responsibilities of citizenship	middle years	citizenship

3.1.1.4	Identify the personal responsibilities of citizenship	middle years	citizenship
3.3.1.3	Give examples of the rights and freedoms guaranteed in the Bill of Rights	middle years	citizenship
3.2.1.8	Explain property rights	high school years	citizenship
3.3.1.8	Explain ways to protect rights of individuals	high school years	citizenship
3.3.1.10	Identify legal means of dissent and protest against violation of rights	high school years	citizenship

Goal 1: To help students understand the historical development and present functioning of the political principles, institutions, and processes needed to be effective citizens in American society.

Subgoal 1.4 Understand the organization, functions, and decision-making processes of the three branches of government at local, Maryland, and national levels.

Example minimum competency objectives:

CODE	MINIMUM COMPETENCY OBJECTIVES	GRADE LEVEL	AREA
2.3.1.13	Identify protective services in the community	middle years	survival
3.4.1.2	Define the United States and and Maryland executive branches of government	middle years	citizenship
3.4.1.3	Define the United States and Maryland legislative branches of government	middle years	citizenship
3.4.1.4	Define the United States and Maryland judicial branches of government	middle years	citizenship

CODE	MINIMUM COMPETENCY OBJECTIVES	GRADE LEVEL	AREA
3.4.2.9	Identify titles and responsibilities of major elected and appointed local, state, and federal public officials	high school years	citizenship
3.2.1.10	Identify the legal means of resolving conflict	high school years	citizenship
3.2.1.11	Describe the constitutional and political processes for removing a law	high school years	citizenship
3.2.1.12	Describe the constitutional and political processes for making a law	high school years	citizenship

Goal 1: To help students understand the historical development and present functioning of the political principles, institutions, and processes needed to be effective citizens in American society.

Subgoal 1.5 Understand electoral processes in Maryland and the United States.

Example mimimum competency objectives:

CODE	MINIMUM COMPETENCY OBJECTIVES	GRADE LEVEL	AREA
3.4.1.9	Explain the role of the political party system in a democratic government	middle years	citizenship
3.4.2.3	Describe the selection processes for elected and appointed officials	middle years	citizenship

Goal 2: To help students understand the historical development and current status of the economic principles, institutions, and processes needed to be effective citizens, consumers, and workers in American society.

Subgoal 2.1 Understand how unlimited wants and the scarcity of resources affect consumers, producers, and government.

Example minimum competency objectives:

CODE	MINIMUM COMPETENCY OBJECTIVES	GRADE LEVEL	AREA
2.4.1.7	Identify sales techniques which may deceive the consumer	middle years	survival
2.4.3.4	Demonstrate the uses of consumer aids in shopping	middle years	survival
2.4.3.11	Demonstrate comparison shopping skills in shopping for various goods and services	middle years	survival

Goal 2: To help students understand the historical development and current status of the economic principles, institutions, and processes needed to be effective citizens, consumers, and workers in American society.

Subgoal 2.6 Understand the historical development and contemporary roles of labor, farm, and business organizations.

Example minimum competency objectives:

CODE	MINIMUM COMPETENCY OBJECTIVES	GRADE LEVEL	AREA
4.1.1.1	Identify the advantages that individuals can derive from work	middle years	work
4.2.1.2	Identify occupations which relate to personal interests, aptitudes, and values	high school years	work

Goal 3: To help students know, understand, and respect themselves and the diversity of individuals in American society.

Subgoal 3.2 Understand how people function as individuals and as members of groups.

Example minimum competency objective:

CODE	MINIMUM COMPETENCY OBJECTIVES	GRADE LEVEL	AREA
2.5.1.9	Give examples of how an individual's personal behavior affects the behavior of others	middle years	survival

Goal 3: To help students know, understand, and respect themselves and the diversity of individuals in American society.

Subgoal 3.4 Appreciate that people in a pluralistic society communicate and express themselves in different ways.

Example minimum competency objective:

CODE	MINIMUM COMPETENCY OBJECTIVES	GRADE LEVEL	AREA
2.5.1.24	Recognize the right of individuals to have differing points of view	high school years	survival

Goal 3: To help students know, understand, and respect themselves and the diversity of individuals in American society.

Subgoal 3.5 Understand the impact of social institutions and the media on individuals and groups in society.

Example minimum competency objective:

CODE	MINIMUM COMPETENCY OBJECTIVES	GRADE LEVEL	AREA
2.5.1.25	Identify the ways in which common social values impact on society	high school years	survival

Goal 5: To help students understand the role of culture, technology, and the environment in the location and distribution of human activities.

Subgoal 5.6 Demonstrate respect for the environment.

Example minimum competency objective:

CODE	MINIMUM COMPETENCY OBJECTIVES	GRADE LEVEL	AREA
2.2.1.2	Describe ways to conserve natural resources	middle years	survival

Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

Subgoal 6.1 Obtain, interpret, evaluate, organize, and use information from observing, investigating, listening, and reading.

Example minimum competency objectives:

CODE	MINIMUM COMPETENCY OBJECTIVES	GRADE LEVEL	AREA
2.3.1.2	Locate sources of information about public services	middle years	survival
3.5.1.3	Identify sources of information about current issues and events	middle years	citizenship
3.5.1.2	Evaluate the reliability of public information on the basis of a given set of criteria	high school years	citzenship

Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

Subgoal 6.2 Obtain, interpret, evaluate, organize, and use information from maps, charts, globes, graphs, and tables.

Example minimum competency objectives:

CODE	MINIMUM COMPETENCY OBJECTIVES	GRADE LEVEL	AREA
1.4.0.3	Read maps to find a location in the county	middle years	basic skills
2.3.1	Use information from tables	middle years	basic skills
2.3.2	Use information from graphs	middle years	basic skills

Goal 6: To help students gather information, think critically, solve problems, and make rational decisions.

Subgoal 6.4 Make decisions about personal options and public issues in terms of reasoned values and reliable information.

Examples minimum competency objectives:

CODE	MINIMUM COMPETENCY OBJECTIVES	GRADE LEVEL	AREA
4.4.1.4	Identify steps for making career decisions	middle years	work
2.5.1.26	Develop a position on a given social issue using decision-making skills	high school years	survival
3.5.1.1	Evaluate the actions of public officials on the basis of a given set of criteria	high school years	citizenship
4.4.1.3	Identify alternative personal career goals	high school years	work
4.4.1.5	Identify alternative ways to reach career goals	high school years	work

Goal 7: To help students demonstrate commitment to human dignity, justice, and democratic processes.

Subgoal 7.1 Demonstrate an understanding of and a commitment to the rule of law.

Example minimum competency objective:

CODE	MINIMUM COMPETENCY OBJECTIVES	GRADE LEVEL	AREA
3.2.1.2	Identify the benefits that a citizen receives from a system of law	early years	citizenship

APPENDIX B

NCSS Social Studies Curriculum Guidelines (Abridged)

I. A BASIC RATIONALE FOR SOCIAL STUDIES EDUCATION

The basic goal of social studies education is to prepare young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent. The enhancement of human dignity through learning and commitment to rational processes as principal means of attaining that end are concerns shared with other disciplines. The other institutions of society also share with the schools a powerful influence upon the civic education of the young. Social studies education provides the only structured school or community focus for the preparation of citizens. A commitment to foster human dignity and rational process is key to the structure of the social studies curriculum.

KNOWLEDGE

From its inception the school has been viewed as the social institution charged with transmitting knowledge to the young. Yet, despite this long-standing responsibility, it would be difficult to demonstrate that the school has handled this task well or that standards of accuracy and validity have been systematically applied to the information presented in the classroom. Nor can many schools assert that their curricula deal effectively with significant and powerful ideas.

ABILITIES

Abilities provide the means of achieving objectives, and ideally one who is able and skillful can reach objectives efficiently. Included in the ability concept are intellectual, data processing, and human relations competencies.

VALUING

Social studies education neither can nor should evade questions of value. Value orientations are the foundations of social institutions, and the value positions of individuals and groups have consequences for action. Contemporary society continues to be confronted by a host of complex problems on a global scale whose solutions are of importance to the individual member. War, racism, environmental concerns, energy issues, urban deterioration, and impersonal organizations—society can contend with none of these without searching consideration of values.

SOCIAL PARTICIPATION

Social participation in a democracy calls for individual behavior guided by the values of human dignity and rationality and directed toward the resolution of problems confronting society. The practices of the school and particularly of social studies programs have not provided for active and systematic student participation. Although social studies education is committed to the idea of citizenship education, the practical applications of knowledge and ideas in this area have not been fully realized. A commitment to democratic participation suggests that the school abandon futile efforts to insulate pupils from social reality and, instead, find ways to involve them as active citizens.

II. GUIDELINES

These guidelines represent a set of standards for social studies programs. They are not intended to prescribe a uniform program or even to propose an ideal program. In a pluralistic and changing society no one such program could be prescribed, even if more were known about the process of education than is presently available. Schools—their students, teachers, and communities—have basic responsibility for their own social studies programs. It is hoped that many will develop insights which go beyond the framework of standards set forth here.

1.0 The Social Studies Program Should Be Directly Related to the Age, Maturity, and Concerns of Students.

1.1 Students should be involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes.
1.2 The school and its teachers should make steady efforts through regularized channels and practices to identify areas of concern to students.
1.3 Students should have some options within programs fitted to their needs, their concerns, and their social world.
1.4 Students should have a social studies experience at all grade levels, K-12.
1.5 The program should take into account the aptitudes, developmental capabilities, and psychological needs of the students.

2.0 The Social Studies Program Should Deal with the Real Social World

2.1 The program should focus on the social world as it is, its flaws, its strengths, its dangers, and its promise.
2.2 The program should emphasize pervasive and enduring social issues.
2.3 The program should demonstrate the relationships between the local and global aspects of social issues.
2.4 The program should include analysis and attempts to formulate potential resolutions of present and controversial global problems such as racism, sexism, world resources, nuclear proliferation, and ecological imbalance.
2.5 The program should provide intensive and recurring cross-cultural study of groups to which students themselves belong and those to which they do not.
2.6 The program should offer opportunities for students to meet, discuss, study, and work with members of racial, ethnic, and national groups other than their own.
2.7 The program should build upon realities of the immediate school community.
2.8 Participation in the real social world, both in school and out, should be considered a part of the social studies program.
2.9 The program should provide the opportunity for students to examine potential future conditions and problems.

3.0 The Social Studies Program Should Draw from Currently Valid Knowledge Representative of Human Experience, Culture, and Beliefs.

3.1 The program should emphasize currently valid concepts, principles, and theories in the social sciences.
3.2 The program should develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data.
3.3 The program should develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems.
3.4 The program should draw upon all of the social sciences such as anthropology, economics, geography, political science, history, and the behavioral sciences.
3.5 The program should draw from other related fields such as law, the humanities, the natural and applied sciences, and religion.
3.6 The program should represent some balance between the immediate social environment of students and the larger social world; between small group and public issues; among local, national, and global affairs; among past, present, and future directions; among Western and non-Western cultures; and among economically developed and developing nations.

3.7 The program should include the study not only of human achievements, but also of human failures.

4.0 Objectives Should Be Thoughtfully Selected and Clearly Stated in Such Form as to Furnish Direction to the Program.

4.1 Objectives should be carefully selected and formulated in the light of what is known about the students, their community, the real social world, and the fields of knowledge.
4.2 Knowledge, abilities, valuing, and social participation should all be represented in the stated objectives of social studies programs.
4.3 General statements of basic and long-range goals should be translated into more specific objectives conceived in terms of behavior and content.
4.4 Classroom instruction should rely upon statements which identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives.
4.5 Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.
4.6 Instructional objectives should develop all aspects of the affective, cognitive, and psychomotor domains.
4.7 Objectives should be reconsidered and revised periodically.

5.0 Learning Activities Should Engage the Student Directly and Actively in the Learning Process.

5.1 Students should have a wide and rich range of learning activities appropriate to the objectives of their social studies program.
5.2 Students should include formulating hypotheses and testing them by gathering and analyzing data.
5.3 Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs.
5.4 Students should be encouraged to become active participants in activities within their own communities.
5.5 Learning activities should be sufficiently varied and flexible to appeal to many kinds of students.
5.6 Activities should contribute to the students' perception of teachers as fellow inquirers.
5.7 Activities must be carried on in a climate which supports students' self-respect and opens opportunities to all.
5.8 Activities should stimulate students to investigate and to respond to the human condition in the contemporary world.
5.9 Activities which examine values, attitudes, and beliefs should be undertaken in an environment that respects each student's rights to privacy.

6.0 Strategies of Instruction and Learning Activities Should Rely on a Broad Range of Learning Resources.

6.1 A social studies program requires a great wealth of appropriate instructional resources; no one textbook can be sufficient.
6.2 Printed materials must accommodate a wide range of reading abilities and interests, meet the requirements of learning activities, and include many kinds of material from primary as well as secondary sources, from social science and history as well as the humanities and related fields, from other nations and cultures as well as our own, and from current as well as basic sources.
6.3 A variety of media should be available for learning through seeing, hearing, touching, and acting, and calling for thought and feeling.
6.4 Social studies classrooms should draw upon the potential contributions of many kinds of resource persons and organizations representing many points of view, a variety of abilities, and a mix of cultures and nationalities.
6.5 Classroom activities should use the school and community as a learning laboratory for

gathering social data and for confronting knowledge and commitments in dealing with social problems.

6.6 The social studies program should have available many kinds of work spaces to facilitate variation in the size of groups, the use of several kinds of media, and a diversity of tasks.

7.0 The Social Studies Program Must Facilitate the Organization of Experience.

7.1 Structure in the social studies program must help students organize their experiences to promote growth.

7.2 Learning experiences should be organized in such manner that students will learn how to continue to learn.

7.3 The program must enable students to relate their experiences in social studies to other areas of experience.

7.4 The formal pattern of the program should offer choice and flexibility.

8.0 Evaluation Should Be Useful, Systematic, Comprehensive, and Valid for the Objectives of the Programs.

8.1 Evaluation should be based primarily on the school's own statements of objectives as the criteria for effectiveness.

8.2 Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities, including thinking, valuing, and social participation.

8.3 Evaluation data should come from many sources, not merely from paper-and-pencil tests, including observations of what students do outside as well as inside the classroom.

8.4 Regular, comprehensive, and continuous procedures should be developed for gathering evidence of significant growth in learning over time.

8.5 Evaluation data should be used for planning curricular improvements.

8.6 Evaluation data should offer students, teachers, and parents help in the course of learning and not merely at the conclusions of some marking period.

8.7 Both students and teachers should be involved in the process of evaluation.

8.8 Thoughtful and regular re-examination of the basic goals of the social studies curriculum should be an integral part of the evaluation program.

9.0 Social Studies Education Should Receive Vigorous Support as a Vital and Responsible Part of the School Program.

9.1 Appropriate instructional materials, time, and facilities must be provided for social studies education.

9.2 Teachers should not only be responsible but should be encouraged to try out and adapt for their own students promising innovations such as simulation, newer curricular plans, discovery, and actual social participation.

9.3 Decisions about the basic purposes of social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large.

9.4 Teachers should participate in active social studies curriculum committees with decision-making as well as advisory responsiblities.

9.5 Teachers should participate regularly in activities which foster their professional competence in social studies education: in workshops, inservice classes, community affairs, reading, study, and travel.

9.6 Teachers and others concerned with social studies education in the schools should have competent consultants available.

9.7 Teachers and schools should have and be able to rely upon a districtwide policy statement on academic freedom and professional responsibility.

9.8 Social studies education should expect to receive active support from administrators, teachers, boards of education, and the community.

9.9 A specific minimal block of time should be allocated for social studies instruction each week.

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APPENDIX

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APPENDIX

D

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